Appeal

DR. B R AMBEDKAR OPEN UNIVERSITY ,Hyderabad ,Telangana

Date of submission	16/09/2023
AISHE ID	U-0007
Institution Track ID	TSUNGN113001

Name and Address of the Institution	
Name of the Institution	DR. B R AMBEDKAR OPEN UNIVERSITY
Address	DR B R AMBEDKAR OPEN UNIVERSITY, PROF G RAM REDDY MARG, ROAD NO 46, JUBILEE HILLS, HYDERABAD,Hyderabad,Telangana,500033
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Location	Urban
Current Cycle	Cycle 1
Details of Head of the Institution	
Present	
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At the time of PT visit	
Name of the Principal	Prof K SEETHA RAMA RAO
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Details of the Director CDC/BCUD

Name Of CDC College Development Council Or BCUD	
Email	
Telephone	
UGC Center attached to in case of Recognition Under 2f and 12b	
Date of declaration of grade	02/08/2023

University Affiliated to

Name of the University	**Name of the Vice Chancellor**	**Email**	**Phone**

Preference for Personal Presentation

i. If the institution would like to present their case personally	NA

Payment Details

Payment Mode	Online
Paid Date	
Paid Amount (Including GST)	
Receipt Number	100655
Bank Name	

<table>
<tr><td colspan="2" align="center">Nature of Grievance</td></tr>
<tr><td>On Grading</td><td>Dr B R Ambedkar Open University, Hyderabad has been evaluated by NAAC for its First Cycle and awarded Grade B++ with 2.96 CGPA. The outcome of the Assessment and Accreditation results has been communicated through the HEI Portal on 2nd August 2023. The University has made a determined effort to submit all the required information detailing the academic, infrastructure, financial, quality enhancement and best practices of the University to NAAC for Assessment and Accreditation. The University believes that its achievements and initiatives were not fully acknowledged during the DVV validation and peer team visit, which led to lower scores in many metrics, even after clarification. We found some mismatches in the evaluation of both qualitative and quantitative metrics (QlMs & QnMs) that warranted this appeal.

A few anomalies that persisted even after submission of relevant evidence. The University scored only (i) Zero(0) for six (6) metrics (6.25%), (ii) One</td></tr>
</table>

(1) for Fourteen (14) metrics (10.94%), (iii) Two (2) for fifteen (15) metrics(11.72%), (iv) Three(3) for Thirty(30) metrics(23.43%), and (v) Four(4) for sixty one(61) Metrics(47.65%).

The non-availability of the benchmark values used for scoring these metrics prevent us from assessing our credentials, and the questions remain un-clarified even after concerns were raised on the discrepancies in the assessments of various metrics. The University believes that its achievements and innovations in ODL as the first Open University in the country were not fully acknowledged during the assessment, which led to lower score in some metrics. The metrics where such discrepancies are observed are listed below.

1.1.1 Relevance of curricula planned, designed and developed/adopted: Even after submission of comprehensive data by the Heads of the Departments, the Peer Team awarded score 2 of against 4. 1.1.5 Electronic media and other digital components in the curriculum: DVV considered only 128 courses against 566 courses. 1.2.1 programmes being adopted/adapted by other HEIs: Even after submission of data pertaining to MOUs regarding courses adopted by other Universities, 0% score was awarded. 1.2.2 Implementation of CBCS / ECS: DVV considered only 6 programmes against 18 programmes claimed. 1.3.2 Awareness/ soft skills / life skills/value-added courses etc.,on offer: DVV considered 218 courses against 498 courses. 2.6.1 programme Outcomes: The University provided required data to the peer team by submitting print SLM for all the programmes. They have verified a few departments and awarded a score of only 2.3.1.1 Policy for promotion of research: The Institution has a well-defined policy for promotion of systemic and discipline-based research and provided the required data but the peer team has given a score of only 2. 3.3.1 Innovative initiatives of the Institution: The institution has taken innovative initiatives by providing access to diversified learner groups. The University has provided required data to the peer team, but they have given a score of only 1. 3.3.3 Innovative content developed in the form of e-modules / e-SLMs / MOOCs : The University has submitted relevant data. However, only a score of 2 was awarded against 4. 3.3.4. After submission of data "Zero" recommended. 3.4.3 Research publications: The University has submitted data pertaining to 222 research papers published by the faculty; however only 41 were accepted. 3.5.1 Consultancy Policy - The Institution has a consultancy policy and provided required data to the peer team, but they have given a score of only 1. 3.5.2 Revenue from consultancy: The University has submitted year wise data pertaining to the revenue generated from Consultancy over the last five years (INR in Lakhs) .However no grade was awarded. 4.1.3 Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities: The University has submitted required data. However only 4.4% score was given. 4.2.2 ICT enabled facilities at RCs: The Number of rooms and seminar halls for academic support with ICT facilities/Wi-Fi/LAN are 92 for 23 RCCs. However, DVV suggested only 02% RCs. This complaint was raised in the

	HEI portal. 4.2.6 Facilities for media production: The University has submitted data for more than 10 facilities and opted 'A', as against DVV approved 'C' option. 4.2.8 Automation systems- The University has made all its functions online and this has explained and shown the automation systems to peer team , but they have given a score of only 1. 5.1.5 Attending to learners' queries: The University has given data and opted 'A', but DVV approved 'C'. 5.3.1 The Alumni Association: The University has provided the required data to the peer team, but only score 1 given. 6.1.1 Governance in accordance with Mission and Vision : The University has exhibited required data to the peer team, but only score 2 was given. 6.2.1 Perspective / Strategic plan and deployment : The University has provided required data to the peer team, but only score 2 was given. 6.4.2 Mobilization and utilization of resources : The University has presented the detailed audited statements , but only score 2 was given. 6.5.2 Reforming institutional processes : The reports on the Impact Analysis carried out for quality improvement with reference to learner performance were presented to the peer team, but only score 2 was given. 7.1.4 Water conservation facilities: :The University has submitted data by giving option A. DVV considered only B option. 7.1.6 Quality audits on environment and energy are regularly undertaken by the institution: Even after submitting data and opting 'A' , DVV approved only B option . 7.1.10 The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff because it is a government institution. Prescribed code of conduct is incorporated in the service rules. Every year the University conducts induction programme in all its learner support centres. However, DVV approved C option. The University appreciates the opportunity for reassessment and believes it can showcase its true potential. The University requests for reassessment on these metrics for which the documentary evidences are enclosed. The University is willing to provide necessary information and clarification, whenever the Appeals Committee seeks in order to obtain a fair re-evaluation.
On other Issues	Dr. B. R. Ambedkar Open University is the first open university in the country providing access to higher education to large sections of the socially, educationally, economically back ward sections of the society. Access, accountability, quality are the goals for which BRAOU strives for. The University is serving the field of Higher Education by providing education to the remote learners, prisoners, army personnel, women etc., to enhance their learning without disrupting their livelihoods, for the last 40 years. Being the first Open University in the country established for imparting education in distance learning mode, it has paved way for many distance education universities in the country. We firmly believe that the disparity in the assessment should be corrected in favor of the University. The University has been making a strong impact in the field of Distance Education and has been a strong motivating force for many non-formal learners. This unique feature of the University with the motto of "Reaching the unreached" was explained to the peer team. It may be pointed out here,

that the majority of peer team members were from conventional Universities and had little idea on the functioning of ODL systems and compared our system with conventional system methodologies and parameters. It is an established fact that ODL system has its own philosophy, tenets, approaches and practices which are radically different from those of conventional system and require different bench marks for assessment. The assessment from conventional view point had an adverse impact on the present assessment and accreditation of the University.

It is submitted that the University seeks a re-assessment of both Qualitative Metrics (QlMs) and the Data Validation and Verification (DVV) process for the Evaluation of Quantitative Metrics (QnMs). The University believes that certain metrics were not properly judged during the Peer Team Visit and DVV, which has affected the overall grading of the University.

Dr. B. R. Ambedkar Open University intends to provide the information required for the consideration of the Appeal committee. The University believes that certain metrics were not properly judged during the data validation and verification (DVV) process and during peer team visit, which has affected the overall grading of the University.

During the visit, some aspects of the University's functioning, particularly those related to its relevance of curriculum planned & designed, programme Outcomes, Innovative initiatives of the Institution for creating an ecosystem for Innovation by establishing Innovation Centre, Consultancy Policy, Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs), Alumni Association/ Chapters (registered and functional), Governance in accordance with Mission and Vision and Perspective / Strategic plan and deployment may not have been fully understood by the Peer Team, leading to misinterpretations in their assessment.

The University is submitting this appeal for review in both the Quantitative Metrics and Qualitative matrices mentioned above to the Appeal Committee for consideration and re-evaluation of the CGPA and Grade awarded to the University. We are also providing a detailed clarification concerning the information submitted in our SSR and the DVV deviations. We hope for fair evaluation and award of the cumulative CGPA in the metrics mentioned so as to give the University the required CGPA for achieving A grade, which the University rightfully deserves.

In light of these facts, we humbly request a re-visit/re-consideration of QlMs, especially for Criteria I,II, III, IV, V, VI, and VII, as well as a re-assessment of DVV for QnMs. We firmly believe that the evidence provided showcases our institution's commitment to quality education, innovation, and holistic development, which should be taken into account for a more accurate and deserving grade.

<table>
<tr><td colspan="4" align="center">Criterion-Wise Grievance</td></tr>
<tr><td>Sl.No</td><td colspan="3">1</td></tr>
<tr><td>Criterion</td><td colspan="3">Learner Support and Progression</td></tr>
<tr><td>Grievance</td><td colspan="3">5.3.1 The Alumni Association- The Alumni Association/ Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services over the last five years. Mobilisation, utilisation of the services of Alumni and their connection with the students presently on-roll - have all been long established practices of the University. The University has provided required data to the peer team, but they have given score of 1 only. This metric needs reassessment . View Evidence Document : https://ciqa.braou.ac.in/NAAC_Files/Appeal/5.3.1.pdf View Evidence Document</td></tr>
<tr><td>Obtained GPA</td><td>3.06</td><td>Expected GPA</td><td>3.14</td></tr>
</table>

<table>
<tr><td>Sl.No</td><td colspan="3">2</td></tr>
<tr><td>Criterion</td><td colspan="3">Teaching-learning and Evaluation</td></tr>
<tr><td>Grievance</td><td colspan="3">2.6.1 Programme Outcomes :The Institution has stated Graduate Attributes / Programme Outcomes, Programme Specific Outcomes and Course Outcomes which are integrated in the Teaching Learning and Assessment process. The CBCS pattern adopted by the University as per UGC guidelines has taken care to integrate the programme outcomes in the curriculum. The University has provided required data to the peer team by submitting print SLMs for all the departments. The peer team has verified only a few departments and based on that awarded a score of only 2. This metric needs reassessment. View Evidence Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/2.6.1.pdf View Evidence Document</td></tr>
<tr><td>Obtained GPA</td><td>3.55</td><td>Expected GPA</td><td>3.60</td></tr>
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<table>
<tr><td>Sl.No</td><td colspan="3">3</td></tr>
<tr><td>Criterion</td><td colspan="3">Research, Innovations and Extension</td></tr>
<tr><td>Grievance</td><td colspan="3">3.1.1 Policy for promotion of research: The Institution has a well-defined policy for promotion of systemic and discipline-based research and stays in forefront in the conduct of research on topics of academic interest and relevance. The research publications and reports on systemic research were enclosed. The assigned budget for research centre (GRCR&D) and its utilization, methods for implementation and monitoring of research with relevant data were provided by the University but the peer team has given a score of only 2. This metric needs reassessment .</td></tr>
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| | 3.3.1 Innovative initiatives of the Institution: The University has taken initiatives for creating an ecosystem for Innovation by establishing Innovation Centre/Cell- The institution has also taken innovative initiatives by providing access to diversified learner groups through innovative methods such as ICT enabled teaching, experimental learning with hands on lab training, student seminars, group discussions, quiz, digital library resources, on-line counselling platforms through zoom, LMS courses through MOOCs, web radio and BRAOU YouTube channel. There is well integration of technology in all aspects of curriculum, networking with other educational institutions and avant-garde policy decisions and management practices by the University in pursuit of ODL philosophy. The University has provided required data to the peer team, but they have given a score of only 1. This metric needs reassessment.

3.5.1 Consultancy Policy- The Institution has a policy on consultancy including revenue sharing between the institution and the individual/ agency for developing as well as sharing the pool of educational expertise not only for revenue generation but as an attempt to share learning and to gain acceptance of its four-decade ODL expertise. The University has provided its self-developed course material (Print SLMs) to various sister Universities and generated revenue during the assessment period. The University has provided the required data on its consultancy policy, guidelines, modalities and revenue generation to the peer team through government audited statements, but they have given score of only 1. This metric needs reassessment.
View Evidence Document : https://ciqa.braou.ac.in/NAAC_Files/Appeal/3_qlm.pdf View Evidence Document |
| **Obtained GPA** | 2.38 | **Expected GPA** | 2.60 |

Sl.No	4
Criterion	Infrastructure and Learning Resources
Grievance	4.2.8 Automation systems- The comprehensive data on the level of automation of different aspects of Institution for serving the learners and stakeholders, including the features of Office Automation System/ERP/MIS (Online Support to Learners, Staff, RCs and LSCs) were provided by the University to the peer team, but they have given a score of one only. This metric needs re-consideration and re-assessment. View Evidence Document : https://www.braouonline.in View Evidence Document

| **Obtained GPA** | 3.15 | **Expected GPA** | 3.50 |

Sl.No	5
Criterion	Governance, Leadership and Management

Grievance	6.1.1 Governance in accordance with Mission and Vision-The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance, perspective plans and stakeholders' participation in the decision-making bodies leading to institutional excellence. The University has steadfastly and consistently tried to incorporate the vision and mission in all the ongoing activities of the University. The statutory bodies of the University i.e., the Executive Council, Board of Studies, Finance Committee, Purchase Committee, Building Estimates Committee work in accordance with the University's Vision and Mission. The University has provided required data to the peer team, but they have given a score of only 2. This metric needs reassessment.
	6.2.1 Perspective / Strategic plan and deployment - The required data on the methodology adopted for developing the strategic plan, the various elements of the strategic plan , modalities of its deployment, monitoring and assessment of the deliverables and the approval of the strategic plan by the University authorities were provided to the peer team, but they have given score only 2. This metric needs reassessment.
	6.4.2 The public funded University has to mobilise and also optimally utilise its resources for sustainability. The mobilisation of finance is through student fees, state government grants and sale of print material . Most of the finances are spent on student services, counselling, examinations and infrastructural development, which is reflected in annual budget statements of the University. The University has provided required data to the peer team, but they have given a score of 2 only. This metric needs reassessment.
	6.5.2 Reforming institutional processes – Data on Impact Analysis of various initiatives carried out and used for quality improvement with reference to learner performance, teaching-learning, assessment process and learning outcomes, research, learner and other stakeholders' feedback, administrative reforms, financial management, etc., and the role of long established CIQA were explained to the peer team. CIQA endeavours to monitor the University activities and provides a corrective mechanism in establishing the robustness of the curricular practices in implementation as evidenced by its annual reports and action taken reports. This data was provided to the peer team, but they have given a score of only 2. This metric needs reassessment. View Document Evidence: https://ciqa.braou.ac.in/NAAC_Files/Appeal/6_QLM.pdf View Evidence Document

Obtained GPA	3.15	Expected GPA	3.25

Sl.No	6
Criterion	
Grievance	1.1.1 Relevance of curricula planned, designed and developed/adopted: The University has the ethos of putting in practice the established norms of

	Distance Education and takes good care in planning and designing Curricula. It motivates the distance learners by providing flexibility, offers enriched academic programmes, has competencies inbuilt in the curriculum which may be required for life and livelihood and provides credible evaluation system and enables opportunities for higher studies/employment/research. At every step, right from conceiving the curriculum to providing SLM and learning experiences, both in theory and in practice lots of exercise is undertaken to make the curriculum learner-centric and learner-friendly. The University has presented the required data from the Heads of the departments to the Peer Team. But they have given a score of only 2. This metric needs reassessment in consideration of the curriculum designed for various programmes and SLMs developed accordingly. View Evidence Document : https://ciqa.braou.ac.in/NAAC_Files/Appeal/1.1.1.pdf View Evidence Document
Obtained GPA	2.13 **Expected GPA** 2.50

Extended Profile Data Recommendations

Metric Level Data Recommendations

Sl.No	1
Ref.No	1.1.5
Description	**Electronic media and other digital components in the curriculum - Percentage of the Courses on offer that have incorporated electronic/digital media and other digital components in their curriculum delivery over the last five years**
Comments by HEI	Electronic media and other digital components in the curriculum: The University incorporated digital components in its curriculum right from entry to exit of the Learners. The University has submitted data for 566 courses where electronic media/digital components are embedded in the curriculum. DVV considered only 128 courses, which needs reassessment. View document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/1.1.5.pdf
Sl.No	2
Ref.No	1.2.2
Description	**Implementation of CBCS / ECS -** Percentage of Programmes (UG/PG) in which Choice Based Credit System CBCS/ Elective Course System (ECS) has been implemented (Data of the latest completed academic year)

Comments by HEI	The number of programmes (UG/PG) in which CBCS elective course system (ECS) has been implemented were more than the DVV suggested input. In spite of the claim of the University and clarification as per data template, DVV has not considered, the information provided by the University. The University was first among the ODL institutions to adopt CBCS and ECS system and has adhered to the guidelines of UGC in this regard. The clarification of HEI merits consideration of its claim by DVV in this regard. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/1.2.2.pdf
Sl.No	3
Ref.No	1.3.2
Description	**Awareness/ soft skills / life skills/value-added courses etc., on offer - Number of Value-added courses imparting life skills and soft skills being offered by the Institution during the last five years**
Comments by HEI	The number of awareness/soft skills/life skills/value added courses as were adopted in fulfillment of UGC prescribed norms and incorporated as part of CBCS curriculum in adoption of Degree Programmes were duly submitted. Further, our P.G. courses were also well structured around life skills and values, keeping in consideration the changing needs of our clientele and society. The HEI input after clarification is 459, as against the recommended input of 218 by DVV. The data provided by us should be taken into consideration by DVV for granting a more accurate and deserving score. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/1.3.2.pdf
Sl.No	4
Ref.No	3.5.2
Description	**Revenue from consultancy** – Revenue generated by the Institution from consultancy
Comments by HEI	The revenue generated by the institution from consultancy by teachers and other academics of the University during the last five years was clarified after recommendation of DVV. The audited statements of the University clearly indicate such revenue generation through consultancy. Further, the University has a clear cut consultancy polity in place to oversee such matters. In spite of the claim of 2 crores, nothing was accepted, rendering the University's efforts in this aspect to naught and awarded 'zero' score. This metric need reassessment in view of the statement audited balance sheet which bear testimony to the fact that he University is in the process of providing consultancy services to other ODL institutions. The amount generated from consultancy by the University requires recommendation by

	DVV. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/3.5.2.pdf
Sl.No	5
Ref.No	5.1.5
Description	**Attending to learners' queries** Modes/approaches employed by the University to attend to learners' queries include: 1. Automated interactive voice response system 2. Call centre 3. Online Help Desk 4. Social media 5. App based support 6. Chat Box 7. E-mail Support 8. Interactive radio counselling 9. Teleconferencing 10. Web-conferencing 11. Learner Services Centre/ Inquiry Counter 12. Postal communication
Comments by HEI	The university employees more than 8 modes/approaches in attending learner's queries. Being an ODL institution, the University tries to reach out to the learners in various modes, formats and approaches and tries to systematically involve the learners in all such approaches. In spite of the HEI clarifications and web-links provided and both traditional and modern approaches in practice DVV has not considered the University's clarification. The DVV is requested to re-assess the claim of the University to 'A' grade, which it may have missed due to oversight. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/5.1.5.pdf
Sl.No	6
Ref.No	7.1.4
Description	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus**
Comments by HEI	The water conservation facilities at the university are 4, even after clarification. The natural terrain of the university helps in rainwater harvesting and the university has seen that the low lying areas and water

	bodies are kept rain-fed and it is a catchment area to adjacent Durgam Cheruvu lake. The inputs are 4, and more than 4 but DVV has not considered the evidence as submitted in geo-tagged photos of the facilities. The University claims for grade 'A' instead of Grade 'B' in tandem with the evidence submitted and this requires active reconsideration. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/7.1.4.pdf [View Document](https://ciqa.braou.ac.in/NAAC_Files/Appeal/7.1.4.pdf)
Sl.No	7
Ref.No	7.1.10
Description	**The Institution has a prescribed code of conduct for Learners, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The institutional Code of Conduct principles are displayed on the website** 2. **There is a committee to monitor adherence to the institutional Code of Conduct principles** 3. **Institution organizes professional ethics programmes for Learners, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized**
Comments by HEI	The institution has prescribed code of conduct for learners, teachers, administrators and other staff and conducts programmes in this regard. The university is a government organization and its service rules incorporates code of conduct. Further, the University being an ODL institution believes that a code of conduct is necessary for all its stake holders for the smooth running of the institution. The only way to ensure that a rightful amount of discipline prevails along with the freedom that is inherent in distance education is to employ institutional code of conduct for all stakeholders in order to uphold the dignity of the University and facilitates the smooth functioning of all academic and administrative activities. This is also visible in the code of conduct and ethics policy document adopted by the University. The programmes it conducts at the start of every academic year acquaint the learners and counsellors with the ethics of the University and code of conduct.. The code of conduct policy is displayed, discussed and encouraged to be practiced at Head Quarters and all LSCs. The recommended input after consideration was '2' by DVV which needs to be corrected, as all the criteria are well met by the University. This metric needs re-assessment and option 'A' is to be awarded to the University. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/7.1.10.pdf
Sl.No	8
Ref.No	3.3.4
Description	

	Awards for innovation
Comments by HEI	The number of Research papers by faculty of the institution in the Journals notified by the UGC core list were amended and clarified as per DVV suggested input for the ODL faculty, it became difficult to involve in full time research activity. In spite of sprucing the data as per DVV suggests, we find the University claim not accepted, and the scoring is not corrected. This oversight on the part of DVV may be rectified and additional score is to be given to the University as per the DVV recommended input. Award letters are provided in the weblink: https://ciqa.braou.ac.in/NAAC_Files/Appeal/3.3.4_1.pdf
Sl.No	9
Ref.No	1.2.1
Description	**Programmes being adopted/adapted by other HEIs - Percentage of programmes adopted/adapted by other HEIs through formal MOU over the last five years**
Comments by HEI	The number of programmes of Dr. BRAOU that are adopted/adapted by other HEIs are more than those suggested by DVV, over the last five years. Still, none of these were considered by clarification given by the University and the score given was 0%. This oversight on the part of DVV needs to be corrected, in view of the data in the prescribed formats. Relevant documents are given in weblink: https://ciqa.braou.ac.in/NAAC_Files/Appeal/1.2.1.pdf View Document
Sl.No	10
Ref.No	4.1.3
Description	**Percentage of the expenditure incurred on maintenance of physical facilities and academic support facilities**
Comments by HEI	Expenditure incurred on maintenance of physical facilities and academic support facilities (excluding salary) can exist as per clearly audited budget and statements of expenditure. In spite of the University's clarification, DVV has not been considerate of the University's rightful claim. As budget statements cannot be arbitrarily corrected, DVV is requested to re-consider the assessment of this metric. View Document: https://ciqa.braou.ac.in/NAAC_Files/Appeal/4.1.3.pdf
Sl.No	11
Ref.No	4.2.2
Description	**ICT enabled facilities at RCs –** Percentage of IT enabled rooms and

	seminar halls of the Institution for academic support in Regional Centres (RCs)
Comments by HEI	ITC enabled facilities RCs The percentage of IT enabled rooms and seminar halls of the institution for academic support in Regional Centres are not considered and only DVV suggested only '2' instead of 92 rooms which have fully fledged IT facilities. The RCs are located in very old established government colleges and located in major cities of Telangana and Andhra Pradesh, where PG Programmes and Science Programmes are offered. This metric requires reassessment as both the states have developed IT facilities on large scale through state and central funding. The university has a large number of such host colleges and is fortunate to provide to its learners the required IT facilities on long scale. This mandates that the University has to be bestowed with a good score than being neglected for the work done in this aspect. This definitely requires re-assessment on the part of DVV. Geo-tagged photos of IT facilities at RCs are submitted. Photographs of the Facilities are provided in the weblink:https://ciqa.braou.ac.in/NAAC_Files/Appeal/4.2.2_1.pdf [View Document](https://ciqa.braou.ac.in/NAAC_Files/Appeal/4.2.2_1.pdf)
Sl.No	12
Ref.No	4.2.6
Description	**Facilities for media production - Facilities for audio, video and e-content development are available and are in use at the Institution. Audio- video and e-Content production facilities:** 1. **Audio / video studios** 2. **Outdoor shooting equipment /Outdoor audio recording** 3. **Post production unit / Editing unit** 4. **Duplication unit** 5. **Graphics workstation** 6. **Direct Reception Sets (DRS)** 7. **Set Scenic unit** 8. **Make-up unit** 9. **E-Platform** 10. **Workstations with broadband connectivity** 11. **Cloud space** 12. **Licensed software** 13. **Uninterrupted web connectivity** 14. **IT security system**
Comments by HEI	Facilities for media production – for audio/video/e-contact development are available and at use in the institution which are more than 10 (making as grade 'A'). The DVV in spite of the clarification given by the University, after the suggested input, and attachment of documents related to the

availability of such facilities and facilities for e-contact production has not considered or granted the grade, as merited by the University. This metric requires to be re-assessed.

List of Facilities are provided in Weblink :
https://ciqa.braou.ac.in/NAAC_Files/Appeal/4.2.6_2.xlsx

Photographs of the Facilities are provided in weblink:
https://ciqa.braou.ac.in/NAAC_Files/Appeal/4.2.6_1.pdf
View Document

Sl.No	13
Ref.No	7.1.6
Description	*Quality audits on environment and energy are regularly undertaken by the institution* The institutional environment and energy initiatives are confirmed through the following 1. Green audit 2. Energy audit 3. Environmental audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities
Comments by HEI	Quality audits on environment and energy are confined and relevant reports on environment and energy audits as submitted by auditing agency are attached. In spite of submitting the inputs as 4, the DVV recommended input is not in conformity with the University claim. The university is willing to provide photos of beyond the campus environments projection activities. With regard to the remark, that the ISO certification is beyond the assessment period, it is submitted that they are immediate to the assessment period. The audit is for an activity undertaken for 5 consecutive years and so obviously cannot belong within the period. Assessment of an activity is done after the activity, but not before or during the activity. As there are no clear bench marks on the specific time lines of environment/energy audits the immediate time period was taken into account for the audit. This aspect is to be taken into consideration by DVV. The University is willing to clarify any misgivings on these aspects and requests reconsideration of the grade awarded 'B' and award grade 'A' which the University deserves. Audit reports and Certificates are attached in the weblink: https://ciqa.braou.ac.in/NAAC_Files/Appeal/7.1.6.pdf View Document